

Western University  
 Faculty of Health Sciences  
**School of Kinesiology**  
 Course Guide

**KIN 3463F – Sport, The Body and Culture**  
**Fall 2024**

<p><b>Instructor:</b> Dr. P. David Howe  <b>Office:</b> 3M Centre Rm 2225H  <b>Email:</b> david.howe@uwo.ca  <b>Phone:</b> 519/661-2111 x84458  <b>Office Hrs:</b> by appointment  <b>TAs:</b> TBD</p>	<p><b>Lectures/Seminar:</b> Wed 2:30pm – 5:30pm TC309</p> <p><i>This lecture/seminar is synchronous. Attendance is required</i></p> <p><b>Instruction Mode:</b> Blended</p> <p>Compulsory attendance to all in-person sessions        Out-of-class readings and tasks are designed to be done independently and on a weekly basis</p>
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**NOTE:** All course information including grades, assignment outlines, deadlines, etc. are available via OWL. Check the website regularly for course announcements.

<p><b>Calendar Course Description (including prerequisites/anti-requisites):</b>          This socio-cultural course explores the significance of the physicality of the body in sport by drawing upon the historical, philosophical, and sociological development of sporting embodiment. Students will critically engage with unpacking various embodied issues and how these impact upon the body within the contemporary world of sport.</p> <p><b>Antirequisite(s):</b> The former Kinesiology 3363A/B.</p> <p><b>Prerequisite(s):</b> One of Kinesiology 1050 A/B, 2250A/B, Kinesiology 2263F/G, or Kinesiology 3362F/G.</p> <p><b>Extra Information:</b> 3 lecture/seminar hours.</p>
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*You are responsible for ensuring that you have successfully completed all course pre-requisites, and that you have not taken an anti-requisite course.*

Unless you have one of the prerequisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**NOTE: If you wish to enrol in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.**

**Diversity Statement:**

In the Faculty of Health Sciences at Western University, an important part of our mission is to nurture the creativity, curiosity, and critical thinking of tomorrow's global leaders through education and knowledge mobilization. To achieve this, we commit to creating and fostering an inclusive and equitable learning environment for all students in our diverse student body. We acknowledge we are all individuals with intersecting sociocultural identities that influence our worldview through lenses of relative privilege and oppression, and we encourage all our instructors to practice reflexivity when designing and revising course materials in order to ensure adequate representation of traditionally excluded voices and philosophies in university curricula. We are committed to the decolonization and Indigenization of our course materials and we invite our students to become active participants in this endeavour through open dialogue. If you have any concerns about course materials and/or the learning environment, please let Professor Howe know as soon as possible. There will be opportunities to do this anonymously.

**My Course Description:**

The course is organised around a 3-hour in person lecture/seminar session on Wednesday **attendance is compulsory**. Focusing on the importance of the body in sport and physical activity contexts in culture this course will involve a discussion-based approach to learning. That is, it is vital that students come well prepared to review, consider, and critique what they have read. The success of each session, and the course, depends on this diligent approach being adopted and maintained. The assessment will be linked expectations for high quality social sciences as well as to the readings and issues covered

**Learning Outcomes/Schedule:**

1. Upon completion of this course, students will be able to: understand the key theoretical approaches in the study of the body, sport culture and identify the principal researchers/writers associated with them;
2. critically discuss, evaluate and compare the approaches and their contribution to the study of sporting bodies at elite and leisure levels;
3. know and understand the key issues how some sporting bodies are seen as deviant and others are not.
4. know and understand the central concept of embodiment and the impact it can have on a social understanding of difference when it comes to the study of the sport, the body and culture.

**Assignments and Grading:**

A student's final course evaluation depends on 2 in brief written reflections, seminar participation and presentation and a final essay:

1. First test (unseen answer one essay question from a choice of two): 15% of the final grade.
2. Second test: (seen – students get the question to prepare – instructor picks one) 25% final grade.
3. Seminar participation: 15% of final grade – individual, small group and seminar activities
4. Final Paper 45% of final grade

### **TENTATIVE SCHEDULE**

The following table offers a tentative thematic/ activity map for our weekly teaching and learning units. Note that this plan will be updated weekly with more detailed information and may change. Be aware that effective engagement with the course activities require between 6 - 10 hours weekly (including your own study time). This number really depends on being able to set up a study environment free of distractions and interruptions. **Make sure you schedule these in your personal calendars.**

### **READINGS:**

*Please note as student on a third-year course that you are expected to select readings that will help you develop your own individual take on the course material. The lists for each topic are not definitive – rather they are a guide. As a guide you should engage with each week's required readings per topic. This is a minimum. For the assessment components of the course you will have to read much more widely. The supplementary readings are a guide to the type of material you may wish to draw upon to strengthen your argument in the assignments. Obviously, you do not have to read the entire book if one is listed. In early weeks you might consider focusing on the introductory chapter of a book that is listed in supplementary reading. As the course progresses a deeper drive will likely be required.*

<b>Week (Starting)</b>	<b>Lecture - Theme</b>	<b>Seminar Topic</b>
1. Sept 11	Introduction: Reading, Thinking and Writing in the 'new' world	
2. Sept 18	The Sporting Body Conceptualised	Individual task – My Body, My Culture and Sport
3. Sept 25	The Body in Health and Illness	Drop-in Office hour
4. Oct 2	Sport, the Body and Race	Drop-in Office hour
5. Oct 9	Feminist Perspectives on Sport and the Body	<b>Test #1</b>

6. Oct 16	<b>Reading week.</b>	
7. Oct 23	Technology and the Body	Student Led Seminar #1 ‘Racialized Bodies and Sport’
8. Oct 30	Sexually ‘Deviant’ Bodies	Student Led Seminar #2 ‘ <i>Feminist Perspectives on the Body</i> ’
9. Nov 6	Physically ‘Deviant’ Bodies	Student Led Seminar #3 ‘Technology and the Body’
10. Nov 13	Pain and Injury	<b>Test #2</b>
11. Nov 20	Risk Culture: counting the cost	Student Led Seminar # 4 - Sexually ‘Deviant’ Bodies’
12. Nov 27	Drugs: the future of Sport?	Student Led Seminar #5 – ‘ <i>Physically Deviant Bodies</i> ’
13 Dec 4	Making Sense of the Body and Western Culture	Student Led Seminar #6 ‘Pain, Injury and Risk’

*Please see OWL site and the linked MS Teams site for further details of tasks, required and supplementary readings*

#### READINGS:

*Please note as student on a third-year course that you are expected to select readings that will help you develop your own individual take on the course material. The lists for each topic are not definitive – rather they are a guide. As a guide you should engage with each week’s required readings per topic. This is a minimum. For the assessment components of the course you will have to read much more widely. The supplementary readings are a guide to the type of material you may wish to draw upon to strengthen your argument in the assignments. Obviously, you do not have to read the entire book if one is listed. In early weeks you might consider focusing on the introductory chapter of a book that is listed in supplementary reading. As the course progresses a deeper drive will likely be required.*

#### **WEEK ONE: Introduction: Reading, Thinking and Writing in the ‘new’ world**

##### **Themes:**

- Structure and expectations for the course
- Getting to know Owl and MS Teams course sites
  - This is vital for the blended nature of the Course!
- ‘Medium is the Message’

##### **Required Reading:**

Carrington, B and Andrews, D.L. (2013) ‘Introduction: Sport as Escape, Struggle, and Art’

Andrews, D.L and Carrington, B. (2013) *A Companion to Sport*. Oxford: Wiley Blackwell p.1-17.

Hargreaves, J. and Vertinsky, P. (2006) *Physical Culture, Power and the Body*. London: Routledge. Introduction

### **Supplementary Reading:**

Cregan, K. (2006) *The Sociology of the Body: mapping the abstraction of embodiment*. London: Sage

Crossley, N. (2001) *The Social Body: habit, identity and desire*. London: Sage

Crossley, N. (2006) *Reflexive Embodiment in Contemporary Society*. Maidenhead, UK: Open University Press.

Featherstone, M. et al. (eds) (1991) *The Body: Social Process and Cultural Theory*. London: Sage

Hoberman, J. (1992) *Mortal Engines: The Science of Performance and the Dehumanization of Sport*. New York: Free Press.

Pronger, B. (2002) *Body Fascism: Salvation in the Technology of Physical Fitness*. London: University of Toronto Press.

Silk, M. L., Andrews, D. L. and Thorpe, H. (2017) *Routledge Handbook of Physical Cultural Studies*. London: Routledge

## **WEEK TWO: The Sporting Body Conceptualised**

### **Themes**

- The history of ‘the body’ in sociological thinking.
- Key themes in the sociology of the body and the sociology of the sporting body
- The implications of sport for bodies and their boundaries

### **Required Reading:**

Cregan, K. (2006) *The Sociology of the Body: mapping the abstraction of embodiment*. London: Sage Introduction

Woodward, K. (2009) *Embodied Sporting Practices: Regulating and Regulatory Bodies*. London: Palgrave Macmillan. Introduction (p. 1-17)

### **Supplementary Readings**

Blake, A. (1996) *The Body Language: the meaning of modern sport*. Lawrence and Wishart: London.

Cole, C. (2000) ‘Body Studies in the Sociology of Sport’, in J. Coakley and E. dunning (eds) *Handbook of sports Studies*. London: Sage, 439-460.

Crossley, N. (2001) *The Social Body: habit, identity and desire*. London: Sage

Crossley, N. (2006) *Reflexive Embodiment in Contemporary Society*. Maidenhead, UK:

- Open University Press.
- Featherstone, M. et al. (eds) (1991) *The Body: Social Process and Cultural Theory*. London: Sage
- Featherstone M. (1983) 'The Body in Consumer Culture', *Theory, Culture & Society*. 1(2): 18-33.
- Frank A. (1990) 'Bringing Bodies Back in: A Decade in Review', *Theory, Culture and Society* 7(1), 131-62.
- Frank, A. (1991) 'For a Sociology of the Body: an Analytical Review', in M. Featherstone et al. (eds) (1991) *The Body: Social Process and Cultural Theory*. London: Sage
- Grogan, S. (1999) *Body Image; understanding body dissatisfaction in men, women and children*. London: Routledge.
- Hargreaves, J. and Vertinsky, P. (2006) *Physical Culture, Power and the Body*. London: Routledge.
- Howe, P.D. (2004) *Sport, Pain and Professionalism: Ethnographies of Injury and Risk*. London: Routledge. Chapter 3.
- Jarvie, G. (2006) *Sport, Culture and Society: an Introduction*. London: Routledge Chapter 10 (p217-237).
- Loy, J.W., Andrews, D.L. and Rinehart, R. (2003), 'The Body in Culture and Sport', in E. Dunning and D. Malcolm (eds.) *Sport: Critical Concepts in Sociology*, vol III, Routledge, London.
- Maguire, J. (1993) 'Bodies, Sports cultures and Societies: a critical review of some theories in the Sociology of the Body', *International Review for the Sociology of Sport*, 28(1), 33- 52
- Shilling, C. 'The Body and Difference', in K. Woodward (ed.) (1997) *Identity and Difference*. London: Sage, pp. 63-121.
- Turner B. S. (1996) *The Body and Society: Explorations in Social Theory*. London: Sage.

### **Discussion topic:**

Can we discuss a social science of sport that is not embodied?

### **WEEK THREE: The Body in Health and Illness**

#### **Themes**

- The early foundation of medicine.
- The centrality of the body in medical discourse.
- Issues of surveillance in medicine.
- The development of the importance of medicine in sport.

#### **Required Readings:**

- Turner B. S. (1992) *Regulated Bodies: Essays in Medical Sociology*. London: Routledge. Introduction **and** Chapter 5.
- Williams, S. J. (2001) 'Sociological imperialism and the profession of medicine revisited: where are we now?' *Sociology of Health and Illness* vol: 23:2 135-158.

### Supplementary Readings:

- Bourdieu, P. (1990) *In Other Words: essays towards a reflexive sociology*. Oxford: Polity.
- Foucault, M. (1975) *The Birth of the Clinic: An Archaeology of Medical Perception*. London: Vintage Books
- Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison*. London: Hammonworth.
- Hoberman, J. (1992) *Mortal Engines: The Science of Performance and the Dehumanization of Sport*. New York: Free Press.
- Howe, P.D. (2004) *Sport, Pain and Professionalism: Ethnographies of Injury and Risk*. London: Routledge. Chapter 1.
- Markula, P. (2003). The technologies of the self: Sport, feminism, and Foucault. *Sociology of Sport Journal*, 20, 87-107.
- Merleau-Ponty, M. (1962) *Phenomenology of Perception*. London: Routledge.
- Nettleton, S. (1995) *The Sociology of Health and Illness*. Cambridge: Polity. (Chapter 5)
- Pronger, B. (2002) *Body Fascism: Salvation in the Technology of Physical Fitness*. London: University of Toronto Press.
- Scott, A. and Malcolm, D. (2015) 'Involved in every Step': how working practices shape the influence of Physiotherapists in elite sport, *Qualitative Research in Sport, Exercise and Health*, 7(4-5) 539-557
- Thomas, C. (2007) *Sociologies of Disability and Illness: contested ideas in disability studies and medical sociology*. Basingstoke: Palgrave Macmillan.
- Turner B. S. (1992) *Regulated Bodies: Essays in Medical Sociology*. London: Routledge.
- Turner B. S. (1995) *Medical Power and Social Knowledge*. (2<sup>nd</sup> Ed.). London: Sage

### Discussion topic

Should the ill body be considered deviant when health is transient?

### WEEK FOUR: Sport the Body and 'Race'

#### Themes

- How ideas about race have changed historically.
- The relationship between race, the body and identity.
- How the body is socially constructed though constructs such as 'race' and ethnicity.
- Mediated representations of 'race' and sporting bodies.

## Required Reading

- Carrington, B. (2010) *Sport, Race and Politics: The Sporting Black Diaspora*. London: Sage. Introduction p.1-23.
- Hylton, K. (2010) 'How a turn to critical race theory can contribute to our understanding of 'race', racism and anti-racism in sport. *International Review of the Sociology of Sport*. Vol. 45(3):335-354.

## Supplemental Reading

- Burdsey, D. (2007) *British Asians and Football: Culture, Identity Exclusion*. London: Routledge.
- Carrington, B. and McDonald, I. (2001). 'Race', *Sport and British Society*. London: Routledge, esp. chapters 1 & 6.
- Dunning, E. (1999). *Sport matters. Sociological studies of sport, violence and civilization*. London, Routledge. Ch. 8.
- Gilroy, P. (1997) 'Diaspora and the detour of identity', in K. Woodward (ed.), *Identity and Difference*. London: Sage, pp. 299-346.
- Gilroy P (2000) *Against Race: Imagining Political Culture Beyond the Colour Line*. Cambridge, MA: Harvard University Press.
- Hoberman, J. (1997) *Darwin's Athletes: How Sport has Damaged Black America and Preserved the Myth of Race*. Boston: Houghton, esp. Introduction and ch. 1 (Introduction reprinted in Dunning and D. Malcolm (eds.) *Sport: Critical Concepts in Sociology*, vol III).
- Hylton, K. (2009) *'Race' and Sport: Critical Race Theory*. London: Routledge.
- Malcolm, D. (2012) 'Sport, 'Race' and Ethnicity' in D. Malcolm, *Sport and Sociology*. London: Routledge
- Spracklen K (2008) The Holy Blood and the Holy Grail: Myths of scientific racism and the pursuit of excellence in sport. *Leisure Studies* 27(2): 221–227.
- Woodward, K. (1997) 'How is difference marked in relation to identity?', K. Woodward (ed.), *Identity and Difference*. London: Sage, pp. 7-63.

## Discussion topic

Does 'race' matter in the performance of sporting bodies?

## **WEEK FIVE: Feminist Perspectives on Sport and the Body**

### Themes

- The biological and social basis of gender
- The historical development of ideas about how the body defines gender
- Representations of masculinity and femininity in the sports media

### Required Reading:

- Cole, C. (1993) 'Resisting the canon: Feminist cultural studies, sport and technologies of the body', *Journal of Sport and Social Issues*, 17: 77-97

Markula, P. (1995) 'Firm but shapely, fit but sexy, strong but thin: the postmodern aerobicizing female bodies', *Sociology of Sport Journal*, 12(4), 424-453.

### Supplemental Reading:

Birrell, S (2000). Feminist Theories for Sport. In J. Coakley and E. Dunning (eds), *Handbook of Sport Studies*. London: Sage (Chap. 4).

Cole, C. (1993) 'Resisting the canon: Feminist cultural studies, sport and technologies of the body', *Journal of Sport and Social Issues*, 17: 77-97

Cole C., Hribar A (1995) Celebrity feminism: Nike Style, Post-Fordism, Transcendence and Consumer Power *Sociology of Sport Journal*\_12.4 pp347-369

Connell, R. W. (1987) *Gender and Power*. Cambridge, Polity Press.

Connell, R. W. (1995). *Masculinities*. London: Polity Press.

Hall, M.A. (1993) 'Gender and sport in the 1990s: Feminism, culture and politics', *Sport Science Review*, 2(1): 48-68.

Hargreaves, J.A. (1990) 'Gender on the sports agenda', *International Review for the Sociology of Sport* 25: 287-305

Hargreaves, J (1994). *Sporting Females*. Routledge

Lenskyj, H.F. (1991) 'Combating Homophobia in Sport and Physical Education', *Sociology of Sport Journal*, 8(1), 40-59.

McKay, J, Messner, M & Sabo, D (eds) (2000) *Masculinities, Gender Relations and Sport*. London: Sage

Messner, M (1992) *Power at Play: sports and the problem of masculinity*\_Beacon Press

Messner, M (1990) When bodies are weapons: masculinity and violence in sport *International Review for the Sociology of Sport* 25, pp 203-218.

Messner, M & Sabo, D (eds) (1990) *Sport, men and the gender order* Human Kinetics

Scruton, S. and Flintoff A. (eds) (2002) *Gender and Sport: A Reader*. Routledge: London,

Theberge, N. (2000). Gender and Sport. . In J. Coakley and E. Dunning (eds), *Handbook of Sport Studies*. London: Sage (Chap. 20).

Thompson, S. (2002). Sport, Gender, Feminism in Maguire, J and Young, K (eds), *Theory, Sport & Society*. Oxford: Elsevier Press. pp 105-128 (Chapter 5).

### Discussion topic

To what extent is it still possible to talk about sport as a 'male preserve'?

### WEEK SIX: Technology and the Body

#### Themes

- The role of technology is shaping modern sports bodies

- Technology and the professionalization of sport
- Understanding the development of technocentric ideology
- Explore the idea of [post]human sports

**Required Reading:**

- Butryn, T. M. (2009) 'Cyborg Athletes, Technology and the Environment', *Journal of Sport and Social Issues*. Vol.33 (3):285-307.
- Charles, J. M.. (1998)'Technology and the Body of Knowledge'. *Quest*, Vol. 50: 379-388.

**Supplemental Reading:**

- Butryn, T. M. (2002) 'Cyborg Horizons: Sport and the ethics of self-technologization', In Miah, A. and Easson, S. (eds.) *Sport, Technology: History, philosophy, and policy*. Oxford: Elsevier Science.pp. 111-134.
- Butryn, T. M. (2003)'Posthuman Podiums: Cyborg Narratives of Elite Track and Field Athletes', *Sociology of Sport Journal* Vol. 20:17-39.
- Cole, C.L. (1993)'Resisting the Canon: Feminist cultural studies, sport, and technologies of the body', *Journal of Sport and Social Issues*, Vol. 17: 77-97.
- Cole, C.L. (1998) 'Addiction, exercise, and cyborgs: Technologies and deviant bodies', In Rail, G. (ed.) *Sport and Postmodern Times*, Albany: State University of New York Press. (1998): 261-275.
- Haraway, D.J. (1991) *Simians, cyborgs, and women: The reinvention of nature*. London: Routledge.
- Hoberman, J. (1992) *Mortal Engines: the science of human performance and the dehumanization of sport*. Oxford: The Free Press.
- Shogun, D. (1999) *The Making of the High Performance Athlete: discipline, diversity and ethics*. Toronto: University of Toronto Press.

**Discussion topic:**

To what extent is cyborgification simply the product of progress? Discuss this in relation to how sport has developed and where you predict it is going.

**WEEK SEVEN: Sexually 'Deviant' Bodies**

**Themes**

- Transitioning bodies
- Politics of male transition into female sport
- The importance of queer theory
- How do we get rid of 'closets' in sport?

**Required Reading:**

- Pieper, L. (2016) *Sex Testing: Gender Policing in Women's Sport*. University of Illinois Press. Introduction and Chapter 1 p.1-34.
- Sykes, H. (2006) 'Queer theories of sexuality in sport studies' in Caudwell, J. (ed.) *Sport, Sexualities and Queer/Theory*. London: Routledge. p.13-23.

### **Supplemental Reading:**

- Crossett, T. W. (1995) *Outsiders in the Clubhouse: The World of Women's Professional Golf*. Albany: State University of New York.
- Caudwell, J. (2006) *Sport, Sexualities and Queer/Theory*. London: Routledge.
- Halbert, C. (1997) Tough Enough and Women Enough. *Journal of Sport and Social Issues*. Vol. 21:7:36.
- Hall, M. (1996) *Feminism and Sporting Bodies: Essays on Theory and Practice*. Leeds: Human Kinetics.
- Henne, K. E. (2015) *Testing for Athlete Citizenship: regulating doping and sex in sport*. Rutgers University Press.
- Howe, P.D. (2002) Women's Rugby and the Nexus Between Embodiment, Professionalism and Sexuality: An ethnographic account. *In Football Studies*. Vol.4 (2) pp. 77-92.
- Krane, V. (1996) Lesbians in Sport: Toward Acknowledgment, Understanding and Theory. *Journal of Sport and Exercise Psychology*. Vol. 18:237-246.
- Mennesson, C. (1999) 'Hard' Women and 'Soft' Women: The Social Construction of Identity Among Female Boxers. *International Review for Sociology of Sport*. Vol. 35(1) p. 21-33.
- Mikosza, J. and Phillips, M. (1999) Gender, Sport and the Body Politic. *International Review for the Sociology of Sport*. Vol. 34 (1) 5-16.
- Sedgwick, E.K. (2008) *Epistemology of the Closet*. London: University of California Press.
- Sykes, H. (1998) Turning the Closets Inside/Out: Towards a Queer-Feminist Theory in Women's Physical Education. *Sociology of Sport Journal*. Vol. 15: 154-173.
- Wackwitz, L. A. (2003) 'Verifying the myth: Olympic Sex Testing and the Category of "Woman"'. *Women's Studies International Forum*, Vol. 26, No. 6, pp. 553 – 560.

### **Discussion topic:**

Be able to critique the case of the South African athlete Caster Semenya

### **WEEK EIGHT: Physically 'Deviant' Bodies**

#### **Themes**

- The culture of [dis]ability

- The issue of physicality
- Marginalization of physical difference
- The layering of identity on [im]perfect bodies

### Required Reading:

Howe, P.D. (2008) 'The Tail is Wagging the Dog: classification and the Paralympic Movement', *Ethnography*. Vol. 9 (4): 499-518.

Silva, C. F. and Howe, P. D. (2018) 'The Social Empowerment of Difference: The Potential Influence of Paraspport' *Physical Medicine and Rehabilitation Clinics of North America*. Vol. 29(2): 397-408. <https://doi.org/10.1016/j.pmr.2018.01.009>

### Supplemental Reading:

DePauw, K. (1997) 'The (In) Visibility of DisAbility: Cultural contexts and "sporting bodies"', *Quest*, 49, 416-430.

Dupré, J. (2006) 'Scientific Classification', *Theory, Culture and Society*, Vol. 23 (2-3): 30-32.

Erevelles, N. (2002) 'Voices of Silence: Foucault, Disability and the Question of Self-Determination' *Studies in the Philosophy of Education* Vol. 21(1):17-35.

Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison*. London: Hammonworth.

Goffman, E. (1963) *Stigma: Notes on the Management of Spoiled Identity*. New York: Prentice-Hall.

Howe, P.D. (2008) *The Cultural Politics of the Paralympic Movement: Through the Anthropological Lens*. London: Routledge.

Howe, P. D. and Jones, C. (2006) 'Classification of Disabled Athletes: (Dis)empowering the Paralympic Practice Community' *in Sociology of Sport Journal*. Vol. 23. 29-46.

Hughes, B. (2000) 'Medicine and the Aesthetic Invalidation of Disabled People', *Disability and Society*. Vol. 15 (4):555-568.

Jones, C. and Howe, P.D. (2005) 'Sport for the Disabled: Issues of Classification and Athletic Performance', *Journal of Philosophy of Sport*. 32(2), 133-146.

Purdue, D. E. J. And Howe, P. D. (2012) 'See the sport, not the disability? - Exploring the Paralympic Paradox' *Qualitative Research in Sport and Exercise*. Vol. 4 (2) 189-205.

Sherrill, C. (1999) 'Disability sport and classification theory: A new era', *Adapted Physical Activity Quarterly*, **16**, 206-215.

Stiker, Henri-Jacques. (1999) *A History of Disability*. Ann Arbor: University of Michigan Press.

Stone, B. E. (2004). *Defending society from the abnormal: The archaeology of bio-power*.

*Foucault Studies*, 1:77-94.

Tremain, S. (2005). Foucault, governmentality, and critical disability theory: An introduction. In S. Tremain (Ed) *Foucault and the government of disability*. University of Michigan Press.

Tweedy, S.M. (2002) 'Taxonomic theory and the ICF: Disability athletics classification', *Adapted Physical Activity Quarterly*, **19**, 220-237.

### Discussion topic

Is the process of classification a good way to manage the impaired body?

*WEEK NINE: Reading Week*

**Students should take the time to read supplemental readings to their knowledge base. Time should also be spent THINKING social scientifically and planning your final paper.**

**Remember: Procrastination is the thief of time!**

*WEEK TEN: Pain and Injury*

#### Themes

- The where do we gain knowledge of pain and injury
- The need to combine various social theorists in order to understand the body 'properly'.
- Debates surrounding objectivity and subjectivity.
- Should the body be the focal point for all pain and injury research?

#### Required Reading:

Adams, S., Mason, C.W., Robidoux, M.A. (2015). If you don't want to get hurt, don't play hockey: The *Uneasy Efforts of Hockey Injury Prevention in Canada*, *Sociology of Sport Journal*.

Howe, P.D. (2001) 'An Ethnography of Pain and Injury in Professional Rugby Union: the case of Pontypridd RFC', in *International Review of Sport Sociology*, 35(3) 289-303.

#### Supplemental Readings

Bourdieu, P. (1977) *Outline of a Theory of Practice*, Cambridge: Cambridge University Press.

Bourdieu, P. (1984) *Distinction: A Social Critique of the Judgement of Taste*. London: Routledge.

Bourdieu, P. (1990) *The Logic of Practice*. Oxford: Blackwells

Charlesworth, H, and Young, K. (2004) 'Why Female University Athletes Play with Pain:

- Motivations and Rationalisations’, in Young, K. (ed.), *Sporting Bodies and Damaged Selves: Sociological Studies of Sports-Related Injury*. Oxford, UK: Elsevier.
- Foucault, M. (1977) *Discipline and Punish: The Birth of the Prison*. London: Hammonworth.
- Howe, P.D. (2004) *Sport, Pain and Professionalism: Ethnographies of Injury and Risk*. London: Routledge. Section II
- Leder, D. (1990) *The Absent Body*. London: University of Chicago Press.
- Loland, S. and Waddington, I. (2006) Pain and injury in sport: social and ethical analysis. London: Routledge.
- Merleau-Ponty, M. (1962) *Phenomenology of Perception*. London: Routledge.
- Malcolm, D. (2009) ‘Concussion in rugby union: a Case of medical uncertainty in sport’, *Sociology of Sport Journal*, 26(1)
- Malcolm, D. & Sheard, K. (2002) ‘“Pain in the Assets”: The Effects of Commercialization and Professionalization on the Management of Injury in English Rugby Union’, *Sociology of Sport Journal*, 19(2), 149-169.
- Oakley, A. (2007) *Fracture: Adventures of a Broken Body*. Oxford: Polity Press
- Pike, E.C.J. (2004) ‘Risk, Pain and Injury: A Natural Thing in Rowing?’, in Young, K. (ed.), *Sporting Bodies, Damaged Selves: Sociological Studies of Sports-Related Injury*. Oxford, UK: Elsevier.
- Pike, E.C.J. and J. Maguire (2003) ‘Injury in Women’s sport: classifying key elements of “risk encounters”’, *Sociology of Sport Journal*, 20(4) 232-51.
- Roderick, M., Waddington, I., and Parker, G. (2000). Playing Hurt: Managing Injuries in Professional Football. *International Review for the Sociology of Sport*, 35 (2): 67-82.
- Thing, L. (2004) ‘Scars on the body: The Risk Management and Self-Care of Injured Female Handball Players in Denmark’, in Young, K. (ed.), *Sporting Bodies and Damaged Selves: Sociological Studies of Sports-Related Injury*. Oxford, UK: Elsevier.
- Waddington, I. (2000) *Sport, Health and Drugs: a critical sociological perspective*. London: Routledge.
- Young, K. (2004) *Sporting Bodies, Damaged Selves: sociological studies of sport-related injury*. Oxford: Elsevier.
- Young, K. and White, P. (1995) ‘Sport, Physical Danger and Injury: The Experiences of Elite Women Athletes’, *Journal of Sport and Social Issues*, 19(1), 45-61.

### **Discussion topic:**

Compare and contrast male and female experiences of pain and injury in sport. Is gender significant in mediating athletes’ experiences of pain and injury?

### **WEEK ELEVEN: Risk Culture: counting the cost**

#### **Themes**

- Changing social attitudes towards risk
- The culture of risk in sport

- Risk and its relationship to the body in sport
- Sports participants' attitudes towards risk

### Required Reading:

- Albert, E. (1999). Dealing with Danger: The Normalisation of Risk in Cycling. *International Review for the Sociology of Sport*, 34 (2): 157-171.
- Howe, P.D. (2004) *Sport, Pain and Professionalism: Ethnographies of Injury and Risk*. London: Routledge. Chapter 6.
- Lupton, D. (1999) *Risk and Sociological Theory: new directions and perspectives*. Cambridge: University Press. Introduction p.1-11.

### Supplemental Reading:

- Caplan, P. (2000) (ed.) *Risk Revisited*. London: Pluto Press.
- Denney, D. (2005) *Risk and Society*. London: Sage.
- Donnelly, P. (2004) 'Risk in Sport', in K. Young (ed.), *Sporting Bodies, Damaged Selves* (pp. 269-288). Oxford, Elsevier.
- Douglas, M. (1966) *Purity and danger: an analysis of concepts of pollution and taboo*. London: Routledge.
- Douglas, M. (1982) *Risk and culture: an essay on the selection of technological and environmental dangers*. London: Routledge.
- Frey, J.H. (1991) 'Social Risk and the meaning of sport', *Sociology of Sport Journal*, 8, 136-145.
- Giulianotti, R. (2009) 'Risk and Sport: An Analysis of Sociological Theories and Research Agendas', *Sociology of Sport Journal* Vol 26: 540-556.
- Howe, P. D. (2004) *Sport, Pain and Professionalism: Ethnographies of Injury and Risk*. London: Routledge.
- Lupton, D. (1999) *Risk*. London: Routledge.
- Lupton, D. (1999) (ed.) *Risk and Sociological Theory: new directions and perspectives*. Cambridge: University Press.
- Messner, M. (1990). When bodies are weapons. *International Review for the Sociology of Sport* 25, pp. 203-219.
- Pike, E.C.J. (2004) 'Risk, Pain and Injury: A Natural Thing in Rowing?', in Young, K. (ed.), *Sporting Bodies, Damaged Selves: Sociological Studies of Sports-Related Injury*. Oxford, UK: Elsevier
- Pike, L & Maguire, J. (2003). Injury in Women's Sport: Classifying Key Elements of 'Risk Encounters' *Sociology of Sport Journal* 20, 4, pp. to be confirmed on publication
- Safai, P. (2003). Healing the Body in the 'Culture of risk' *Sociology of Sport Journal* 20, pp 127-146.
- Safai, P. (2004). Negotiating with risk: Exploring the role of the sports medicine clinician. In K. Young (Ed.), *Sporting bodies, damaged selves: sociological studies of sports related*

- injuries* (pp. 269-288). Oxford: Elsevier.
- Tulloch, J. and Lupton D. (2003) (eds.) *Risk and Everyday Life*. London Sage.
- Young, K. (1991). Violence in the workplace of professional sport. *International Review for the Sociology of Sport* 26, pp. 3-14.

**Discussion topic:**

‘Sport is bad for an athlete’s health’. Consider arguments for and against this statement.

**WEEK TWELVE: Drugs: the future of sport?**

**Themes**

- Whose body is it anyway?
- Are drugs the problem or anti-doping?
- The evolution of sport...
- Health issues related to drugs

**Required Reading:**

- Connor, J. M. (2009) Towards a sociology of drugs in sport, *Sport in Society*, 12:3, 327-328, DOI: 10.1080/17430430802673676.
- Henne, K. E. (2015) *Testing for Athlete Citizenship: regulating doping and sex in sport*. Rutgers University Press. Chapter 1 and 2.

**Supplemental Reading:**

- Amos, A. and Friedman (2009) Drugs in Sport the legal issues, *Sport in Society: Cultures, Commerce, Media, Politics*, 12(3):356-374
- Black, T. & Pape, A. (1997). The ban on drugs in sports: the solution or the problem? *Journal of Sport and Social Issues* 21, 1, pp. 83 – 92.
- Loland, S., & Hoppeler, H. (2012). Justifying anti-doping: The fair opportunity principle and the biology of performance enhancement. *European Journal of Sport Science*, 12(4), 347-353.
- Mottram, D. R. (ed.). *Drugs in Sport*. Spon: London
- Mazanov, J. (2009) Debating the role of drugs in sport: a reader, *Sport in Society: Cultures, Commerce, Media, Politics*, 12:3, 296-312
- Miller, K et al. (2002). A Comparison of Health Risk behavior in Adolescent users of anabolic-androgenic steroids, by gender and athlete status. *Sociology of Sport Journal* 19, pp. 385- 402.
- Møller, V. (2009) *The Ethics of Doping and Anti-Doping: redeeming the soul of sport*. London: Routledge.
- Russell, J.S., 2014. Is There a Normatively Distinctive Concept of Cheating in Sport (or anywhere else)?. *Journal of the Philosophy of Sport*, 41(3), pp.303-323.
- Simon, R. (1985). *Sport and Social Values* Prentice-Hall: New Jersey CH1 & 4

- Triviño, J. L. P. (2013). *The challenges of modern sport to ethics: from doping to cyborgs*, Lanham, Maryland, Lexington Books.
- Waddington, I., 2000. *Sport, health and drugs: A critical sociological perspective*. London: Taylor & Francis.

**Discussion topic:**

Any athlete who tests positive on a drugs test should be banned for life. What are the ethical issues involved in this? Can use spot a drug cheat without testing them?

**WEEK THIRTEEN: Making Sense of the Sporting Body and Culture**

**Themes**

- Intersectionality
- Pulling bodies apart
- Putting bodies back together

**Readings:**

**The ones you have missed above!**

**Course/University Policies**

1. The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with [policy](#), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

2. **Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar \(westerncalendar.uwo.ca\)](#).

**Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial

plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com ([www.turnitin.com](http://www.turnitin.com)).

### **Re-submission of Previously Graded Material**

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

### **Use of Statistical Pattern Recognition on Multiple Choice Exams**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## **3. Use of Electronic Devices**

**During Exams:** Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

**During Lectures and Tutorials:** Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

**Personal Response Systems** (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

## **4. Academic Considerations and Absences from Lectures and Assessments**

### ***Religious Accommodation***

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic counsellors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

### ***Academic Accommodation***

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

### ***Academic Consideration***

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic counsellors in their home units, at their earliest opportunity. Academic counsellors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic counsellors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic counseling, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

### Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic counselling unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

### 5. *Contingency Plan for an In-Person Class Pivoting to 100% Online Learning*

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

### 6. **Online Proctoring**

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western’s Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

### 7. **Grades**

Where possible assignment objectives and rubrics will be posted on OWL.

Generally, students can expect some form of feedback on their performance in a course before the drop date.

- November 13th, 2024 (for first term half-courses)
- November 30th, 2024 (for full-year courses)
- March 7th, 2025 (for second term half-courses)

A+	90-100	<i>One could scarcely expect better from a student at this level</i>
A	80-89	<i>Superior work that is clearly above average</i>
B	70-79	<i>Good work, meeting all requirements and eminently satisfactory</i>
C	60-69	<i>Competent work, meeting requirements</i>

D	50-59	<i>Fair work, minimally acceptable.</i>
F	below 50	<i>Fail</i>

**Rounding of Grades** (for example, bumping a 79 to 80%):

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or ‘giving away’ of marks. Please don’t ask me to do this for you; the response will be “please review the course outline where this is presented”.

**Appealing a Grade Within this Course**

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student’s control, bias, inaccuracy, or unfairness. All grounds advanced in a request for relief must be supported by a clear and detailed explanation of the reasons for the request together with all supporting documentation.

Appeals generally proceed in this order:

1. Course instructor (informal consultation)
2. Department Chair (submission of written request)
3. The Dean of the Faculty (submission of written request)

In the case of perceived procedural unfairness, steps 2 and 3 are carried out within the Department and Faculty offering the course. In the case of extenuating medical or compassionate circumstances that impact on a grade, steps 2 and 3 are carried out within a student’s Home Department and Faculty.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. In the event that the instructor is not available to the student, or fails to act, or if the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31<sup>st</sup> (for first-term half courses) or June 30<sup>th</sup> (for second-term half courses or full-year courses)

**8. Support Services**

**Health and Wellness:**

Information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

Students who are in emotional/mental distress should refer to Mental Health@Western (<http://www.health.uwo.ca/>) for a complete list of options about how to obtain help.

There are various support services around campus and these include, but are not limited to:

*Student Development Centre* -- <http://www.sdc.uwo.ca/ssd/>

*Ombudsperson Office* -- <http://www.uwo.ca/ombuds/>

**9. Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students

registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>